Capacity development, training ans research uptake

OC - (8566) - THE UNIVERSIDADE EDUARDO MONDLANE AND UNIVERSITY OF CALIFORNIA SAN DIEGO PARTNERSHIP, A PARADIGM FOR INSTITUTIONAL AND HUMAN RESOURCES CAPACITY BUILDING

Noormahomed, Emilia (Mozambique)¹; Scooley, Robert (Mozambique)²

1 - Universidade Eduardo Mondlane; 2 - University of california San Diego

Background: Collaborations between lower and middle income countries (LMICs) and high income countries (HICs) are often scientifically and structurally driven by the HICs. Here we aim to describe a paradigm shift in collaboration, exemplified by the collaboration between the Universidade Eduardo Mondlane and University of California San Diego through the Medical Education Partnership Initiative (MEPI), in which the formulation of priorities and administrative infrastructure reside in the LMICs.

Methods: We outline critical features of the MEPI partnership and compare with traditional models of collaboration, key features of success, lessons learned and the way forward.

Results: LMIC program partners translate broad program goals and define metrics into priorities tailored to local conditions. Program funds flow to a LMIC-based leadership group that contracts with HIC-based peers to provide technical and scientific advice and consultation in a reverse funds flow model. Emphasis is placed on strengthening administrative capacity within LMIC institutions and on creating communities of practice with common goals that resulted in expanded collaboration with European, Latin American, and African institutions. A rigorous monitoring and evaluation process modifies program priorities on the basis of evolving opportunities to maximize program impact.

Over five years more than 63 research projects were designed, 19 of which received external funding and more than 40 manuscripts were published. Mozambican first authored publications rose from 29% in 2001-2010 to 38% from 2011-2013.

Eighteen residents completed internal medicine specialty training between 2010 and 2014. This represents a fourfold increase from over 1991 to 2000. Three master programs were created at Lurio University and 50 students successfully finished dissertations.

Conclusion: Vesting LMIC partners with the responsibility for program leadership, and building administrative capacity in LMIC institutions substantially enhances program relevance, impact and sustainability and facilitates continuing acquisition of research and training funds to support professional development and institutional capacity building.